Form Purpose:

The Teacher Performance Improvement Plan form is an evaluatee-initiated form to be used during the teacher evaluation process.

Form Design, Part 1:

RIDE ri.gov
Rhode Island Department of Elementary and Secondary Education

Teacher Performance Improvement Plan (If required)

Performance Improvement Plan Guidance

Purpose: The purpose of the Performance Improvement Plan is to provide intensive support for educators who are in need of improvement.

A Performance Improvement Plan may be utilized at any time during the school year, but must be in place if a teacher's prior year final effectiveness rating is either Developing or Ineffective.

Performance Improvement Plans should identify specific supports and teacher actions and establish a timeline for improvement, as well as frequent benchmarks and check-ins.

A teacher who has a Performance Improvement Plan will work with an improvement team to assist him or her to develop the plan.

An improvement team may consist solely of the teacher's evaluator or of multiple people, depending on the teacher's needs and the school and district context.

Improvement Plan Team Members:

1. Name/ Title/ Responsibilities:
2. Name/ Title/ Responsibilities:
3. Name/ Title/ Responsibilities:
4. Name/ Title/ Responsibilities:

Note to Improvement Plan Team Members:
Additional documentation should be kept describing interactions with educators to support their work toward achieving the goal or goals listed in their Improvement Plan. This documentation can be uploaded using the artifact collection tool.

Summary of Self-Assessment Priority Growth Areas

NONE

Priority Growth Areas will display above if a Self-Assessment was completed.

Growth Goal #1

State your goal. How do you want to grow professionally?

Goal #1:

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Alignment to Professional Practice:

Select the Teacher Professional Practice component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Practice components, move to the Alignment to Professional Foundations section.

- ☐ 2a. Creating an Environment of Respect and Rapport
- ☐ 2b. Establishing a Culture for Learning
- ☐ 2c. Managing Classroom Procedures
- ☐ 2d. Managing Student Behavior
- ☐ 3a. Communicating with Students
- ☐ 3b. Using Questioning and Discussion Techniques
- ☐ 3c. Engaging Students in Learning
- ☐ 3d. Using Assessment in Instruction

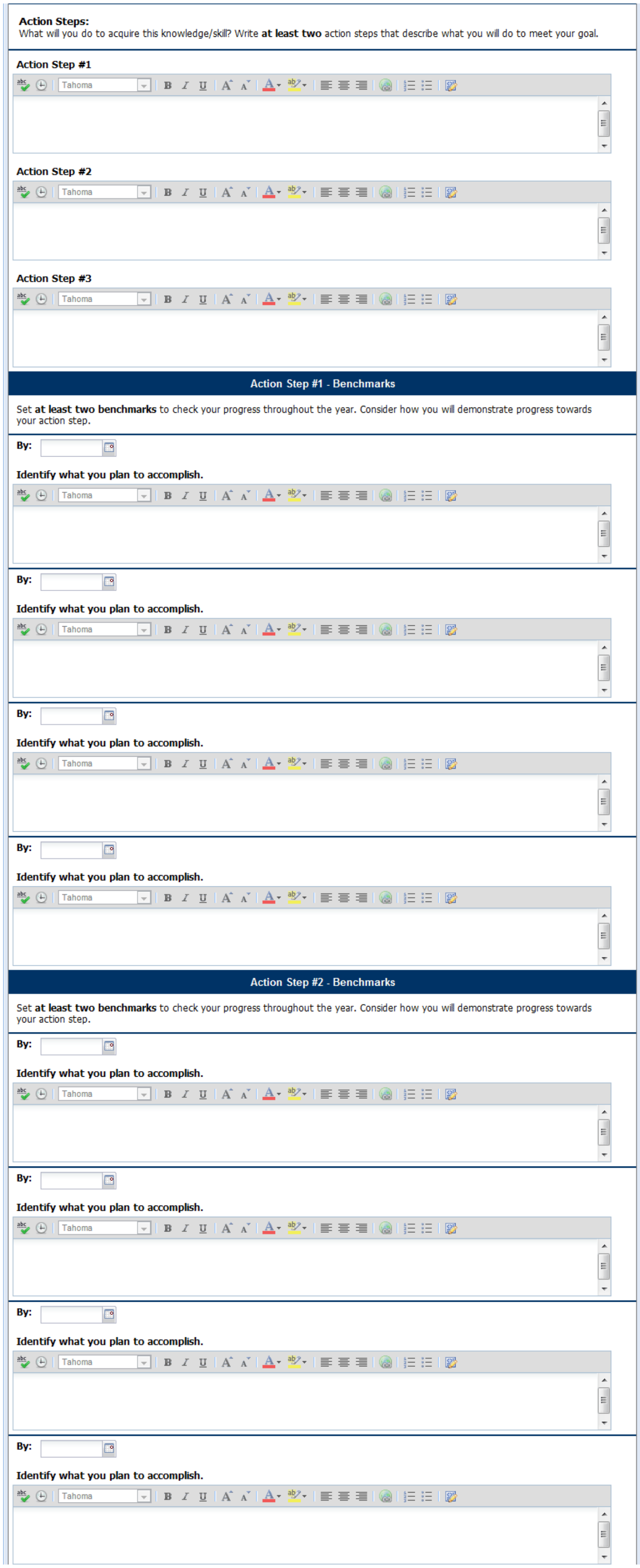
Teacher Professional Practice Rubric
Details can be found starting on page 75 of the *RI Model Teacher Evaluation and Support System Guidebook - Edition II (click to launch).*

Alignment to Professional Foundations:

Select the Teacher Professional Foundations component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Foundations components, move to the next section.

- ☐ PF1: Understand and participates in school/district-based initiatives and activities
- ☐ PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress
- ☐ PF3: Acts on the belief that all students can learn and advocates for students' best interests
- ☐ PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions
- ☐ PF 5: Acts ethically and with integrity while following all school, district, and state policies
- ☐ PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators
- ☐ PF 7: Plans effectively based on accurate knowledge of how children learn and develop
- ☐ PF 8:Uses data appropriately to plan instruction for a diverse group of learners

Form Design, Part 2



Action Steps:
What will you do to acquire this knowledge/skill? Write **at least two** action steps that describe what you will do to meet your goal.

Action Step #1

Action Step #2

Action Step #3

Action Step #1 - Benchmarks

Set **at least two benchmarks** to check your progress throughout the year. Consider how you will demonstrate progress towards your action step.

By:

Identify what you plan to accomplish.

By:

Identify what you plan to accomplish.

By:

Identify what you plan to accomplish.

By:

Identify what you plan to accomplish.

Action Step #2 - Benchmarks

Set **at least two benchmarks** to check your progress throughout the year. Consider how you will demonstrate progress towards your action step.

By:

Identify what you plan to accomplish.

By:

Identify what you plan to accomplish.

By:

Identify what you plan to accomplish.

By:

Identify what you plan to accomplish.

Form Design, Part 3

Action Step #3 - Benchmarks

Set **at least two benchmarks** to check your progress throughout the year. Consider how you will demonstrate progress towards your action step.

By:

Identify what you plan to accomplish.

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By:

Identify what you plan to accomplish.

Tahoma

By:

Identify what you plan to accomplish.

Tahoma

By:

Identify what you plan to accomplish.

Tahoma

Evidence of Achievement

Evidence of Achievement: How will you know your goal has been met?

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Possible Evidence Sources (select all that apply)

- [ ] Observation Records
- [ ] Student Work
- [ ] Curricular Materials
- [ ] Assessments
- [ ] Professional development materials and reflections
- [ ] Other
- [ ] Lesson Plans/Unit Plans
- [ ] Student Surveys
- [ ] Student Data
- [ ] Documentation of communications with parents, colleagues, and students
- [ ] Journals

Evidence:
Use the Artifact Tool, accessible from your Educator dashboard, to upload and align evidence of professional growth, progress or attainment at any point during the year. View uploaded artifacts below.

Professional Growth Plan Artifacts

Loading Artifact Report...

At the end of the year, identify the extent to which your goal has been achieved.

Goal #1 Status:

- ( ) Achieved
- ( ) In Progress
- ( ) Not Achieved

Summary of Supports and Activities

Briefly summarize your activities and the supports provided to help you meet this goal.

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Evaluator Comments:

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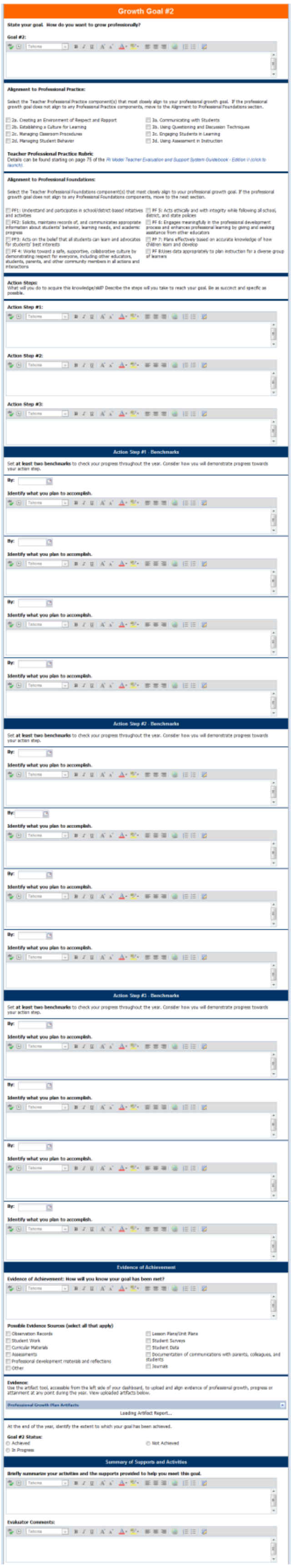
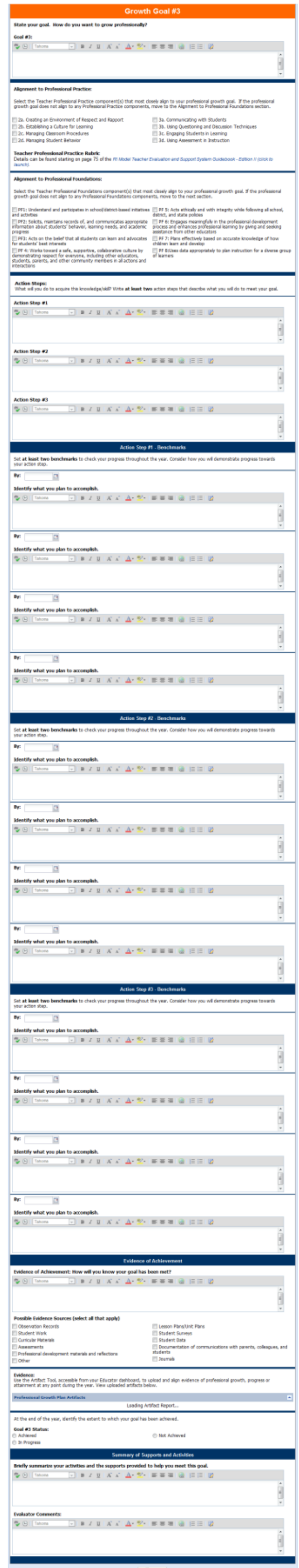
Form Design, Part 4



Note

Growth Goals #2 and #3 contains the same fields as Growth Goal #1, which can be seen more clearly on the preceding pages.



Process Overview

1. Locate the Form in the Task List

Located on the educator dashboard (i.e. the "My Evaluation Cycle" tab), the **Task List** is the tabbed area beneath the Student Learning Objectives and Professional Growth Plan modules. All forms you have access to appear on the "All" tab and you can also use the "Action Required" tab to find only those forms currently requiring your action or waiting to be initiated by you.

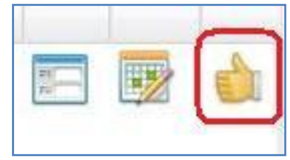
After locating "**Teacher Performance Improvement Plan (If required)"** in the Task List, click the "Submit" action link adjacent to the form title. This will launch the form in its own tab/window.

2. Complete the Form

1. **Note:** If you have already submitted (or plan to submit) the optional Self-Assessment, it is recommended that you do so prior to completing the Performance Improvement Plan. This is because the first section on the Performance Improvement Plan – the **Summary of Self-Assessment Priority Growth Areas** – imports its data from the Self-Assessment form. If you do not complete the Self-Assessment, this area will display the word "None."
2. Below the Summary of Self-Assessment Priority Growth Areas is where Teachers can enter up to three growth goals. **Growth Goals #1** and **#2** are required, but **Growth Goal #3** is optional. The form fields are identical for all goals.
3. For each goal, state your objective and its alignment to Professional Practice and Professional Foundations components in the sections provided. The **Alignment** sections are multi-select, so multiple checkboxes can be checked.
4. For each goal, teachers should enter <u>at least two</u> **Action Steps** describing what will be done to meet the goal.
5. For each Action Step, teachers should identify <u>at least two</u> **Benchmarks**, inputting a checkpoint date (using the date selector adjacent to "**by:**") and what you plan to accomplish by that date in the space provided.
6. For each goal, teachers should provide **Evidence of Achievement** and **Possible Evidence Sources** in the spaces provided. Uploaded **Professional Growth Plan Artifacts** can also be viewed in this section.
7. The final field at the bottom of each goal reflects its **Status**. (Note: <u>At the beginning of the year</u>, teachers should indicate a Status of "In Progress." <u>At the end of the year</u>, teachers should review/edit this form and indicate the extent to which this goal was achieved.)
8. Click **Submit**. (Alternatively, to save the form so you can finish at another time, click **Save**.)
9. Once the form is submitted, the primary Evaluator can edit the **Evaluator Comments** section and upload documentation describing interactions with the teacher using the artifact collection tool.

3. Finalize the Form (To be completed by the primary Evaluator)

The Finalize Element function is found in the **Evaluation Profile** of the **Process View.**



1. From the user's **Evaluation Profile,** expand components to locate the form in question.
2. Click the Finalize (thumbs up) icon to the right of the Schedule icon.
3. Select:
   - "Finalize the element" and click Submit on the pop-up window to immediately finalize the form.

   OR

   - "Route to Administrator" and click Submit in cases where another evaluator needs to review and finalize the form.

NOTE: Check the Notify User box, if you wish to send an email to the educator indicating that the form has been finalized or routed to another evaluator to finalize.